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ABSTRACT

The processes of school improvement at the secondary level are not well understood. This report summarizes activities conducted during 1990-91 in the Asheboro (North Carolina) City Schools in cooperation with personnel at the University of North Carolina at Greensboro. The partnership created Teacher Collegial Groups (TCGs), which were leadership teams of department chairpersons in a large North Carolina high school. Data were derived from interviews, teacher and principal questionnaires, and archival measures of student outcomes. The purpose of LIRO was to improve school outcomes and to develop a "community of learners" involving educators at the K-12 level and in institutions of higher education. Findings indicate that chairpersons overwhelmingly agreed that curriculum was the first area appropriate for shared decision making. However, although they espoused collaboration, many preferred to work alone. Disagreement over what needed fixing and who was the best fixer indicated the existence of power issues. The effect of the partnership on student outcomes is not yet known. Nine tables, one figure, a copy of the school climate and context inventory, and a comparison of LIRO characteristics with those of effective inservice programs are included. (Contains 12 references.) (LMI)

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ED 406 732

DEPARTMENT CHAIR LEADERSHIP IN A RESTRUCTURING HIGH SCHOOL (Project LIRO)

A project funded by the Small Grants
School-Based Research Program, 1990-91
with Follow-Up Data and Comments
(1991-1993)

Conducted cooperatively through
The University of North Carolina at Greensboro (UNCG), School of Education

and

Asheboro City Schools, Asheboro, NC

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Abstract

Project LIRO was an attempt to influence school change and student outcomes through year-long work and training of Department Chairs and administrators. Various approaches to training were employed and, although most planned interventions occurred, it is not realistic to expect major changes at least until 1991-92. There were, however, some documented successes.

Acknowledgements

Project LIRO was conceptualized during a visit to an outstanding school district by Dr. Penny Smith, Assistant Superintendent of Asheboro City Schools (ACS), Mr. Ted Blake, Principal of Asheboro High School (AHS), Ms. Doris Lucas, Chairperson of Social Studies, AHS. Our thanks go to all persons who participated in LIRO, and especially to the "core group" who attended all (or most all) of the LIRO sessions: Ted Blake and Nancy Avery, administration at AHS; Penny Smith, ACS central office; Department Chairs at AHS: Tim Allgood, Rebecca Henry, Vicky Ledwell, Doris Lucas, Rick Morgan, Anne Myrick, Martin Smith, Marlene Wooten, exceptional children's programs, and three assistant principals from ACS: Steve Bingham, Curt Lorimer and Shirley Poole.

Thanks also to the Asheboro City Schools School Board and Administrators who agreed to and sanctioned the operation of this project, to all teachers and pupils who participated and responded to the data-gathering efforts. Thanks, also, to the UNCG faculty personnel who helped on occasion, and to Anita Hawkins who typed the proposal and report, provided secretarial support, and managed budget details.

Data entry and statistical consultation and work were done by Gordon C. Bobbett, Ed.D., in Knoxville, TN using an Apple PC and appropriate software.

Final Report Narrative

Leadership for Improved Restructuring Outcomes (LIRO)

Introduction

The LIRO project operated in 1990-91. Although this is called a "final" report, it really is a progress report as training activities will continue into 1991-92. There will also be additional data collection in 1992. This report provides a summary of activities conducted in the Asheboro (NC) City Schools and in cooperation with personnel at the University of North Carolina at Greensboro (UNCG). The first part of the report is a review of issues as expressed in the proposal; results appear after the description of the "setting" or context.

The current project builds from collaborative research on significant problems in public school instruction to (1) study improved school outcomes and (2) develop a "community of learners" including both Local Education Agency (LEA) educators and persons from Institutions of Higher Education (IHE). The study addresses problems associated with the necessary and ubiquitous ideas of "restructuring," and traditional problems of inservice. "Restructuring," a pervasive concept of the 1990's, tells educators what to do, but leaves the how and with what results elements to practitioners.

"Effective schools" studies have provided education leaders some guidelines for developing leadership skills, but most effective schools work has been done at the elementary level. School restructuring must occur at all levels, and procedures for improving secondary schools are not well understood. The tasks of administration at a large high school are more complex, and thus involve more people, than the tasks at the elementary level. One procedure is to employ "teacher leaders," or department chairpersons. But first, these persons must develop the requisite skills to lead in restructuring. According to the Education Commission of the States (ECS) there are 12 key principles of restructuring; four are most pertinent for LIRO. (Numbers refer to ECS.)

> 1. The goal of restructuring is to improve learning for all students.
> 2. The entire system--from schoolhouse to statehouse--is involved in restructuring and must change.
> 8. Restructuring requires visionary and expanded leadership at all levels of the system, including broad-based coalitions of support.
> 10. A substantial investment in human resources is required--especially for the preparation and ongoing professional development of teachers and administrators. (pp. 1-2)

These principles follow selected "action steps" (ECS, 1990: 3-6) e.g.: (4) remove barriers to restructuring; (7) identify and support pilot restructuring sites, (8) shift SEA and LEA roles from enforcement to assistance, (9) restructure teacher and administrator education, (10) provide on-going development opportunities for every teacher and administrator. (Numbers refer to ECS.)

Traditional inservice and the division between IHEs and LEAs undermine restructuring. Procedures of close cooperation between IHE and LEA personnel with a clear focus on LEA problems have promise of developing LEA leadership for restructuring and improving pupil outcomes.

Inservice programs can help school leaders respond to restructuring challenges, but according to Daresh (1987) inservice programs "are often perceived as a 'necessary evil' that is 'done to' people once in a while." Daresh and LaPlant (1984) list 12 guidelines for designing effective inservice programs, e.g.: effective inservice (1) is directed toward local school and participant needs; (2) actively involves participants in planning, implementing and evaluating problems; (3) employs active learning (rather than passive techniques such as lectures); (4) is part of a long-term systematic staff development plan; (5) enables participants to share ideas and assist one another; (6) is provided during work time; and (7) involves on-going evaluation.

Keedy (1988; 1989) has shown that the Teacher Collegial Group (TCG) is an effective process. These groups encourage collaboration between IHE faculty and public school persons. IHE personnel provide improvement models, assist in implementing and adapting the models, disseminate findings and incorporate new ideas from practice into their preparation programs. Teachers identify problem areas and provide mutual support and advice as they work collaboratively to devise and implement improvement plans. The challenge of SBM is to modify school relationships to include shared decision making (teacher empowerment) and instructional leadership (Carnegie Task Force, 1986; Grumet, 1989; Joyce et al., 1989; Vann, Novotney & Knaub, 1979; Williams, 1988).

The present project used TCG-type efforts to establish leadership teams of Department Chairpersons in a large NC high school by employing improved inservice (Daresh & LaPlant, 1984) to attend to problems and concerns suggested by Haller and Knapp (1985) among the five commonplaces: Learners, teachers, content, context, and administrators. (See Table 1 for a summary of project activities.) (All figures/tables appear at the end of text.)

Expected outcomes of this project were:

1. The development of strategies for instructional leadership by secondary-school department chairpersons.
2. Demonstration of an action-oriented, IHE/LEA collaborative involvement approach to inservice.
3. Observable changes in school relating to (a) leader skills, (b) restructuring efforts, and (3) pupil gains (probably not measurable in one year).

Processes to achieve outcomes include:

1. Initiating year-long inservice (IHE/LEA) for secondary-school department chairs using TCG processes and incorporating "best elements" of inservice (Daresh & LaPlant, 1984).

2. Working with the groups on key topics (such as change, communication skills, agenda setting, shared decision making) of leader behavior important in restructuring into site-based management (SBM).
3. Using the Teacher Personnel Assessment Inventory (TPAI) as a vehicle for Department chairs:
   a. to understand formative evaluation and improve communication as part of improved leader skills, and
   b. to impact teacher performance positively regarding student learning (as measured by end-of-year tests).
4. Exploring the influence of organizational culture and site-based management on the work environment.
5. Training in self-assessment and strategic planning.
6. Assisting in on-going monitoring of Chairperson use of new skills during the school year; (planned, but not conducted).
7. Developing a model for the structure and function of Department Chair leadership that can be adopted or adapted by other school systems.
8. Dissemination of project results.

Department chairs are middle-level management and leaders, but seldom have training for this role. The TPAI is usually used for summative evaluations, but could just as easily be used as a process for formative evaluation to raise student outcomes through improved teacher performance. The LEA will provide TPAI training for the chairpersons. The project, through TCG-like leader groups provided leader training so chairs could use TPAI in formative ways to help teachers improve. A baseline was developed on teacher evaluations using two prior years (archival data of 1988-89 and 1989-90). End-of-course tests (English, math, science, history) was used to gauge student performance. Department chairs received skill training so they could work as peer coaches with teachers who would improve (vs. baseline) and influence student gains. While no measurable student gains would be expected after only one year, changes in classroom performances and in leader behavior of chairpersons may occur over time.

The department has seldom been studied regarding its major leadership role in a comprehensive high school. Siskin (1991) reported on a long-term study of departments in one high school and found interesting similarities within departments (e.g., almost cultures) and great differences between departments. All departments, though, had a leadership role to fill, but there was little or no formal attention to developing this leadership. The LIRO project was a "first step."

Collaborative Effort

This project was a collaborative effort between a university and a school system. A "planning group" developed initial ideas for LIRO, and the proposal was jointly developed and submitted. The IHE, in consultation with key members of the target system, provided the inservice structure, group leadership, and administered the grant that provided operating expenses enabling department chairpersons to meet for an initial two-day session in February 1991 followed by sessions approximately one month apart. Table 1 shows the sequence of LIRO training activities: dates, facilitators or trainers, and the session topics.

Research Design/Method

This was a quasi-experimental study employing elements of Campbell and Stanley (1963) designs #1 (one-shot case study) and #2 (one-group pre-post design) with the attendant limitations of both. The use of naturalistic and quasi-experimental approaches provides thick, explanatory information to describe how the results were achieved; a pre-post analysis and post-analysis (compared to predetermined baseline) offered opportunities to show changes.

The methodology of this research was a mixture of both qualitative and quantitative techniques, including interview data, questionnaire results from both teachers and principals, and archival measures (e.g., changes in student attendance, decreases in disciplinary actions, etc.). To the extent that a change in one of these directly observable measures was the result of a direct effort, then pre- and post-measures on that variable were undertaken.

Identification of a true "control" was not possible as all chairpersons in the only senior high school in the system participated. Feedback for outcomes 1, 2, 3a, 4, and 5 were obtained by observation, questionnaires, interviews and meeting agendas/minutes. Dependent variables were (1) attitudes and perceptions of participants who compared this inservice approach with prior experiences and (2) actual performance of chairpersons in using TPAI as the focus for formative evaluation and improved leadership, and (3) possibly improved student performance on end-of-year testing (but one year may be too soon to expect this). Outcomes six and seven were measured simply by observation and task completion. Outcome 3b was assessed by the comparison of 1990-91 data to baseline data (1988-89 + 1989-90 : 2) for teachers and students.

Results

Preliminary findings include both quantitative and qualitative data. The former are data obtained by (1) cluster analyzing department heads' responses toward items on an individual project evaluation; (2) cluster analyzing and subsequently ranking department heads' responses toward issues of school improvement; (3) determining levels of agreement among department heads concerning site-based and shared decision making and collaboration; (4) determining levels of actual and preferred department head involvement in school activities by analyzing the results of the High (1984) instrument; (5) analyzing the results of the "School Climate and Context Inventory" (Wayson, 1979) administered to students, teachers, and administrators in the ACS high school; and (6) assessing changes in measures of student outcomes, e.g., end-of-year test scores, attendance rate, and incidence of disciplinary actions, before and after department head training. The qualitative data consist of observations of project activities and participant behavior recorded in field notes by the project coordinator, his assistant, and a third confederate.

Toward assessing department heads' attitudes toward and perceptions of the project, an individualized project evaluation was completed by each participant. (See Table 2.) Participants' responses to nine questions concerning project goals, intended results and evidences, presumed beneficiaries, etc., were analyzed for content. Response percentages were then

calculated on emerging response clusters. Responses from at least five of the seven participants (71.4 percent) were sufficiently similar to define two-thirds of all clusters containing responses by two or more department heads. Thus a moderately high degree of homogeneity of attitudes and perceptions obtained on the part of the department heads. That 100 percent of respondents agree in at least one cluster on the questions of project goals and intended results seems particularly important.

A second set of data concerning department heads' attitudes and perceptions relative to school restructuring issues was obtained by a cluster analysis of ranked responses to items such as "Barriers to shared decision making faced by educators." After response clusters were identified, a tally was made of all respondents' rank assignment of that cluster. By weighting each cluster-tally, a product reflecting cluster-weight, that is, a combined score, was obtained such that the higher the score, the higher the aggregated rank. (See Table 3.) The most agreement, and consequently, highest scores (scores over 30) were obtained in the issues Most Influential Staff (Associate Superintendent), Inservice Characteristics (Proof of Need), Barriers to Site-Based Management or SBM (Resistance to change), and Appropriate Areas for SBM (Curriculum). A large number of clusters (seven or more) within the issues Areas for Improvement, Barriers, Inservice Characteristics, Instructional Decision Sources, Problem Finders, and Most Effective Inservice indicates a lack of consensus on defining characteristics and relative importance of the responses engendered by those issues. Interestingly, teachers and department heads are ranked third behind associate superintendent and principal as staff members in the system perceived as most influential in improving the school, but ahead of assistant principals, in fourth place and superintendent, a distant fifth. Of greater concern is the finding that teachers are ranked third from the bottom in terms of sources of decisions about instruction in their school. Ahead of them, the department heads placed the state board of education and state law, the local board of education, the superintendent, the associate superintendent, and the principal respectively, in other words, the organizational chain of command; only assistant principals and students/parents ranked lower.

Toward gaining additional data on department heads' level of consensus on site-based and shared decision making and collaboration, they were asked to respond by checking blanks beside the terms "Strongly Agree," "Agree," "Neutral," "Disagree," or "Strongly Disagree" which followed statements relevant to the issue. (See Table 4.) Responses on 10 of the 22 items (statements) fell within a single category of each other, indicating a high level of agreement. These items generally concerned the teacher-principal relationship, the principal's authority and role, the desirability of on-site decision making, and cross-subject collaboration. Lesser agreement was associated with items concerning cross-grade collaboration, teacher-university collaboration, cross-school collaboration, and issues of instructional leadership at their school.

To determine the degree of actual and preferred department head involvement in school-related activities, the High (1984) instrument was self-administered by project participants. A rank-order of responses was obtained in each of four categories: (1) I am involved and want to be; (2) I am not

involved, but want to be; (3) I am involved, but don't want to be; and (4) I am not involved, and don't want to be. (See Table 5.) Categories (1) and (4) represent the ideal condition, that is, appropriate involvement; 56 percent of all responses would be so described. Categories (2) and (3) represent less than desirable conditions; 44 percent of the responses fell within these categories. With category (1), wanting to be involved and actually being so, 90 percent of the responses were related to issues of curriculum and priorities and goals. On the other hand, activities that sometimes comprise working with priorities and goals (paperwork), account for 29 percent of being involved and not want to be (Category 3). Combined with extra-curricular activities, the two account for three-fourths of category (3) responses. Student conduct and personnel issues account for the balance. (This information will be compared with other studies using the same instrument.)

A fifth area of inquiry was related to analyzing data obtained from an administration of the "School Climate and Context Instrument" SCCI (Wayson, 1984) to adult and student groups at the department heads' high school. Used to collect a wide range of perceptions about school discipline and other climate-related issues, the instrument is based upon assumptions that serve as response clusters. The assumptions-response clusters are as follows (relevant item numbers in parentheses): The SCCI is in Appendix A.

1. Generally, more open, wide-spread and effective participation is related to fewer disruptive behaviors and greater feelings of responsibility among teachers and students. (Items 1-5, 37)

2. Generally, fewer barriers to communication and action, more involvement in exercising authority, smaller status differences, and broader conceptions of what constitutes proper professional behavior are related to a more responsive school, more wide-spread sense of responsibility, and greater commitment among staff and students. (6-9, 41, 42, 44)

3. Students feel that the school serves them and their needs; is a safe and happy place to be; treats them as valued individuals; is fair; and provides ways in which students' concerns are advocated. As more students feel supported and are involved in school life, fewer disruptions and irresponsible behaviors will occur. (10-15, 39, 40)

4. Generally, when rules are made by the people involved and when expectations are clearly understood, there are fewer disruptions and transgressions. The more nearly rules are derived from principles of learning and of normal human behavior, the more effective they are. The more the school operates like a community, as opposed to a prison or army, the fewer the problems. (16-19, 38, 45)

5. Practices that emphasize learning with content and processes appropriate for the students served, and greater variety and diversity of curricular matters and activities tend to reduce discipline problems. (20-23)

6. Generally, practices that help people cope with their lives outside the school and with problems that are not directly related to school matters stimulate greater commitment to participate in the work of the school. (24-27)

7. Generally, more open transactions with parents and other community members result in better opportunity to improve achievement and behavior within the school. Close home and community contacts increase students' sense of belonging. (28-31, 36, 43)

8. Generally, pleasant environments which are convenient for adults and students to work, and which reflect the interests, cultures, values, and activities of students encourage good behavior. The more the school looks like a workshop, library, restaurant, or conference and the less like a formal institution, the fewer the problems. (32-35)

For the presentation of test results, it is more convenient to abbreviate the eight cluster areas as follows: (1) the way people work together for problem-solving and decisions; (2) distribution of authority and status; (3) student belongingness; (4) ways to develop and implement rules; (5) curriculum and instructional practices; (6) processes for dealing with personal problems; (7) relationships with parents and community; and (8) physical environment.

Cronbach's alpha was computed on total and cluster scores of the SCCI by student and adult groups. For the total instrument, the internal consistency of students was .92 and for adults, .95; for clusters the internal consistency and the K-R 20 reliability estimates (Table 6) are considerably lower than for the total instrument (ranging from .3 to .8), but all are within the ranges obtained in prior studies using the SCCI.

Differences in mean scores between student and adult respondents across all cluster areas, resulted in Significant ($p \leq .001$) t-values. Adults at the school, teachers, teacher assistants, and administrators, have perceptions about the school climate which tend to be widely divergent from students' perceptions. These differences are graphically illustrated in Figure 1. (See Table 7.) The adults hold more positive perceptions than students on <u>all</u> eight clusters. The school is a better place for adults than for students.

As positive z scores indicate that respondents perceive cluster content areas so scored to be important and/or reflective of the school and negative z scores the inverse, it may be seen that both students and adults tend to view items from clusters (4), (5), and (8) to be true for their school. Conversely, items in clusters (1) and (7) tend to be seen as <u>not</u> true. Adults see clusters (2) and (6) as more true of the school, but students see them as untrue; the inverse is true for cluster (3).

One intended project outcome was, through department chairs training in the TPAI and their subsequent use of it, to impact teacher performance such that student outcomes would be positively affected. Data for end-of-year test scores were obtained. (See Table 8.) Test results for the 1990-91 school year. when compared with averages were slightly <u>lower</u> in six of eight categories, a disappointing result. Scores can be tracked for 1991-92.

Other measures of were student attendance and discipline rates. (See Table 9.) A gain of 2.65 percent, baseline average from the previous two-year period was effected in attendance when data were compared to the 1990-91 school year.

Discipline data were not available at the time of this report, and will be included in an addendum.

From the qualitative perspective, data obtained from field notes and conversations with department heads during and after each project activity yield information relative to the general affect of participants. The first session under the project coordinator's guidance on February 22 and 22, 1991 (see Table 1), seemed well-received. Participants appeared actively engaged and prepared in terms of having read material distributed prior to the activity. Participants appeared to enjoy the opportunity to be away from school yet seemed eager to accept the responsibilities associated with being department chair and in the effort at school improvement. By the middle of the second set of sessions, March 22, 191, it became clear that department heads were confused as to others' (central office and building principal) expectations. Similarly, participants expressed concern about how much "candor" a person should or could use in the leadership responsibility of being a peer-leader. District associate superintendent, Dr. Penny Smith, presented the central office vision and articulated the need for change, bringing needed focuses to subsequent efforts. The building principal also gave his "blessing" to the project, further unifying and directing participants' activities.

The final session, April 25 and 26, 1991, was arguably the most productive. Through methods of self-assessment developed by session leader, Dr. Alan Ellis, the department heads learned to categorize behavior, determine their leadership styles, and establish leadership goals and personal goals. There was great interest expressed in having Dr. Ellis return. In summary, project participants appeared to enjoy the collegiality away from the school setting. Yet, there was simultaneously a sense of being slightly overburdened in part, perhaps, because of responsibilities associated with school's end, only a few weeks away, and in part, perhaps because they began to appreciate the enormity of the task before them.

Evaluators compared the LIRO process as inservice against the 12 standards for ideal inservice as defined by Daresh (1987). Generally, LIRO met all criteria. (A detailed comparison is in Appendix B.) The demonstration of a professional, theoretically-sound inservice process was one of the LIRO success stories.

Discussion

LIRO had as overarching purposes (1) the improvement of school outcomes and (2) the development of a "community of learners" involving educators at the K-12 level and in institutions of higher education. Building from a school restructuring perspective, specifically a large North Carolina high school, one of the tasks of the project was to train department heads to be more effective leaders within their departments and the school at-large. The current project,

in its adherence to certain effective inservice guidelines (e.g., actively involving participants in planning, implementing and evaluating problems; is a part of the long-term systematic staff development plan, etc.) and its use of Teacher Collegial Group-type efforts, was seen as the beginning of an on-going process with great potential for effecting lasting change.

In keeping with effective inservice guidelines and toward developing a rich description of the participants and their setting, considerable data were collected relative to the project itself, school restructuring, and collaboration. One is struck by the relative homogeneity of responses among the department heads. It is likely that the department heads have jointly discussed many of these issues before and may have even combined efforts in the completion of the project evaluation. This is not viewed as a negative. That there was similarity of response on measures related to the curriculum also speaks to its importance among the department heads. They feel that it is not only the number one area appropriate for shared decision-making, but that it is also the major issue in which they are involved and want to be. They perceive themselves as teachers first, and then as administrators.

When the issue of collaboration comes up, however, the group appears somewhat divided. Most department heads prefer to work alone. Moreover, the degree to which collaboration is practiced is at odds with the esteem in which department heads profess to hold it--an issue of rhetoric versus reality. This concurs with recent findings of Siskin (1991), who determined that different departments were different worlds.

The group is further divided in terms of what needs fixing, what the barriers to fixing it are, and who, in fact, might be the best fixer. The last issue should be of particular importance because in a truly restructured school the teachers need to be unified on the notion that it is they, and not the state board of education, who are in the best position to make decisions concerning their school. This power issue needs to be faced squarely.

Two additional issues provoke a caveat: (1) department heads report the tendency to be slightly overinvolved or involved in the wrong things at times, and (2) the tendency of the adults in the school to see the school through rosier glasses than the students may not serve in the best interest of the students. Perhaps a reality check is in order.

As to how LIRO has impacted student outcomes, it is really too soon to tell. Attendance rates are up, but there are so many confounding variables (Senate Bill 2 initiatives, a new drop-out prevention program, improved monitoring of absentees, etc.) that it would be foolhardy to attribute the gain solely to the effects of LIRO. Baseline data for other measures have been, or soon will be collected.

LIRO's story thus concludes, "to be continued." School restructuring, however, must be a process and not a product; excellence is in process of becoming and is never quite achieved--always providing additional ideals just beyond educators' grasps. To the extent that participant affect is positive and that a true "community of learners" has been established, the outlook for effecting improved restructuring outcomes at Asheboro High School is good.

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LIRO Results and Planned "Anticipated" Outcomes (see p. 2)

Results at this time are mixed. Outcome #2 (inservice) was accomplished totally (see Appendix B). Outcome #3 seems partially achieved, but a much better reading will be available at the Spring 1992 testing. Outcome #1 (development of instructional leadership strategies) was partially achieved based on LIRO assessments. (There will be additional work in Fall 1991 as wrap-up.) There will be an "addendum" available (Spring, 1992) as the "Final Report."

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Table 1

Leadership for Improved Restructuring Outcomes: Table of Project Activities

Date	Facilitators	Topics/Events
8/14-16/90	Jarrett Pritchard	Teacher Performance Appraisal Instrument (TPAI) Training
2/21/91	Achilles Reynolds	Project overview, school reform, leadership definitions and traits, case study application
2/22/91	Achilles Craven	Strategic planning model presented, relevant small-group work, large group discussion
3/26/91	Achilles Reynolds	Leadership skills and group process, communication skills, case studies, project mission
3/27/91	Achilles Smith Keedy	Rationale for change, central office expectations, restructuring issues, roles, teacher collegial groups
4/25/91	Achilles Ellis	Education Leadership Appraisal, in-basket exercise, dimensions of leadership, self-assessment
4/26/91	Achilles Ellis	Behavior categorizing and leadership style preference, leadership goals/ personal goals articulated

Table 2

Cluster Analysis of Department Heads' Responses Toward Questions on the Individual Project Evaluation

Question	Cluster	Response Percentage
GOAL OF PROJECT	To improve leadership	100%
	Restructuring/reform	85.7%
	Student achievement	14.3%
INTENDED RESULT AND EVIDENCE	Shared decision-making	100%
	Administrative Council	100%
	Teacher evaluation by department heads	85.7%
	Scheduling	28.6%
	Collegiality	28.6%
	Draft plan for school improvement	14.3%
OBTAINED RESULT	See the above	85.7%
	Increased collegiality and the above	14.3%
BENEFICIARIES	Teachers/Department	71.4%
	Students	57.1%
	Administrators	42.9%
	School system	14.3%
GOAL PARTIALLY MET	Partially met	100%
	Goal is a continuing process	71.4%
	Increased awareness/enhanced skills	28.6%
REMAINS TO BE DONE	Finding time to perform duties	85.7%
	More data/comfort with task	28.6%
THINGS TO CHANGE	Just Do It! More changes, quicker	85.7%
	More planning time in school day	85.7%
	More specificity/exposure to practitioners	28.6%
ESSENTIAL COMPONENTS	Administrative Council meeting	85.7%
	Meeting time away from school site	14.3%
UNEXPECTED OUTCOME	Lack of understanding of workload by project leaders	85.7%
	Realization of mutuality of goals/concerns	14.3%
	Problems concerning time available	14.3%

Note. Response rate = 87.5% (7 returned out of 8 possible).

Table 3

Rank of Department Heads' Responses Toward
School Restructuring Issues

Issue	Response	Score	Rank*
AREAS FOR IMPROVEMENT	Facilities	21	1
	Job description	12	2
	Student readiness/motivation	12	2
	Class size	12	2
	Alternative settings for at-risk students	12	2
	Teacher workload/secretarial help	11	3
	Alternative schedules/school day	9	4
	Curriculum and instruction	8	5
	Staff development	4	6
BARRIERS	Money	26	1
	Natural human resistance/tradition	26	1
	Red tape/paperwork	12	2
	Qualified personnel	10	3
	Community	8	4
	Lack of focused, uninterrupted time	8	4
	Lack of problem definition	3	5
MOST INFLUENTIAL STAFF	Associate Superintendent	31	1
	Principal	20	2
	Teachers/Department Heads	15	3
	Assistant Principals	13	4
	Superintendent	5	5
INSERVICE CHARACTERISTICS	Proof of need	31	1
	Time/scheduling	19	2
	Relevance to and understanding of classroom	13	3
	Part of overarching plan	5	4
	Opportunities for practice/reinforcement	4	5
	Strategies interesting/motivating	2	6
	Budget	1	7
BARRIERS TO SDM	Resistance to change	34	1
	Scheduling/time	25	2
	Credibility gap: Will decisions be used?	23	3
	Lack of perceived need	18	4
	Lack of seeing SDM in other settings/schools	3	5
APPROPRIATE AREAS FOR SDM	Curriculum	35	1
	Budget	19	2
	Scheduling (Students)	18	3
	Discipline	17	4
	Leadership/policies, rules, procedures	9	5
	Teacher assignments	4	6

Table 3 (Continued)

Issue	Response	Score	Rank*
INAPPROPRIATE AREAS FOR SDM	Classroom autonomy/decisions	20	1
	None listed	10	2
	Individual student concerns/discipline	9	3
	Where laws aren't clearly understood	4	4
INSTRUCTION DECISION SOURCES	State Board of Education/State Laws	28	1
	Local Board of Education	27	2
	Superntendent	18	3
	Associate Superintendent	15	4
	Principal	13	5
	Teachers	10	6
	Assistant Principal	6	7
	Students/parents	2	8
PROBLEM FINDERS	Associate Superintendent	29	1
	Principal	25	2
	Depatmetn Chairs	19	3
	Staff/Special Committees	13	4
	Assistant Principal	7	5
	Superintendent	5	6
	Parents	4	7
PRINCIPAL'S VETO	Use of building	25	1
	Student activities	25	1
	Areas mandated by law	5	2
WORK BEST ALONE OR IN GROUP	Alone	15	1
	Group	10	2
	It Varies	10	2

*Responses tallied, weighted, assigned combined score, and ranked accordingly.

Table 4

Levels of Agreement Among Department Heads Concerning Site-based and Shared Decision Making and Collaboration

Item	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1. Decisions should be made at school level	28.6	71.4			
2. Principal authority important		14.3	85.7		
3. Frequent teacher-principal collaboration at my school		14.3	85.7		
4. Cross-grade teacher collaboration not important			14.3	71.5	14.3
5. Frequent cross-subject teacher collaboration at my school				14.3	85.7
6. Instructional leadership of principal important	57.1	14.3	28.6		
7. On-site decisions at my school		57.1	14.3	28.6	
8. School improvement should not involve teachers				14.3	85.7
9. Teacher-principal collaboration essential	57.1	42.9			
10. Infrequent cross-grade teacher collaboration at my school		14.3		85.7	
11. Cross-subject teacher collaboration not important				85.7	14.3
12. Frequent cross-school collaboration at my school		57.1	14.3	28.6	
13. Teacher-university collaboration not important				100.0	
14. School improvement involves teachers at my school	28.6	57.1	14.3		
15. Principal authority seldom exercised at my school			14.3	85.7	

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Table 4 cont.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. Teachers can help principals learn instructional leadership	28.6	71.4			
17. Frequent educator-university collaboration at my school		42.9	14.3	42.9	
18. Principal not important in helping teachers improve decision-making skills				85.7	14.3
19. Cross-school collaboration important	28.6	57.1	14.3		
20. Principal important in helping improve teacher decision-making at my school	14.3	42.9	28.6		14.3
21. Instructional leadership a priority of principal at my school	14.3	71.4	14.3		
22. Teachers do not help principal learn instructional leadership at my school		42.9	14.3	42.9	

Note. Figures indicate percent responding in each category

Table 5

Department Head (n=7) Responses (n=64) to Involvement Matrix
(Percents may not equal 10 due to rounding)

	Responses (n)	Percents of Category	Percents of Total
I. I WANT TO BE INVOLVED (N=33) (52%)			
A. I am involved and want to be: (n=29) (74%)			
1. Curriculum and Instruction	14	48	22
2. Personnel	2	7	3
3. Priorities and Goals	12	41	19
4. Student Conduct	--	--	--
5. Scheduling	--	--	--
6. Extra-School Relationships	--	--	--
7. Facilities	--	--	--
8. Extra-Curricular Activities	1	3	2
B. I am not involved, but want to be: (n=4) (10%)			
1. Curriculum and Instruction	--	--	--
2. Personnel	1	25	2
3. Priorities and Goals	--	--	2
4. Student Conduct	--	--	--
5. Scheduling	--	--	--
6. Extra-School Relationships	--	--	--
7. Facilities	--	--	--
8. Extra-Curricular Activities	2	50	3
II. I DON'T WANT TO BE INVOLVED (n=31) (48%)			
A. I am involved, but <u>don't</u> want to be: (n=24) (76%)			
1. Curriculum and Instruction	--	--	--
2. Personnel	2	8	3
3. Priorities and Goals	7	29	11
4. Student Conduct	4	17	6
5. Scheduling	--	--	--
6. Extra-School Relationships	--	--	--
7. Facilities	--	--	--
8. Extra-Curricular Activities	11	46	17
B. I am not involved, and don't want to be: (n=7) (24%)			
1. Curriculum and Instruction	--	--	--
2. Personnel	--	--	--
3. Priorities and Goals	--	--	--
4. Student Conduct	1	14	2
5. Scheduling	--	--	--
6. Extra-School Relationships	--	--	--
7. Facilities	2	29	3
8. Extra-Curricular Activities	4	57	6

IA & IIB = 36(56%); IB & IIA = 28(44%)

Table 6

Internal Consistency Estimates (Alpha) for SCCI Given 5/91 As Part of LIRO: Data for Total, and For Eight Clusters for Educators and Students

Total SCCI (45 Items)	All Items Alpha
Educators (n=41)	.95
Students (n=161)	.92

	Clusters	Items (n)	Educators	Students
	1	6	.69	.29
	2	7	.75	.54
	3	8	.65	.70
	4	6	.42	.71
	5	4	.38	.61
	6	4	.51	.67
	7	6	.73	.74
	8	4	.63	.70
TOTAL	N/A	45	N/A	N/A

Table 7

Differences Between Student and Adult (Educator) Responses
to the Eight Clusters of the SCCI
Asheboro City Schools (1991)

ASHEBORO CITY SCHOOLS

	Student		Adult			
AREA	M	Z	M	Z	t-value	p
I	2.93	-0.30	3.52	-0.72	8.097	0.0001
II	2.77	-1.09	3.67	0.02	11.352	0.0001
III	3.14	0.74	3.51	-0.77	5.047	0.0001
IV	3.18	0.94	4.00	1.66	10.429	0.0001
V	3.18	0.94	3.80	0.67	6.202	0.0001
VI	2.91	-0.39	3.74	0.37	8.998	0.0001
VII	2.66	-1.63	3.35	-1.56	8.089	0.0001
VIII	3.15	0.79	3.73	0.32	6.015	0.0001

Table 8

End-of-Year Test Results for Students of Asheboro High School: Baseline Data, Baseline "Average," and Post-LIRO Results

	Baseline Years		Baseline		
	1988-89	1989-90	Average	1990-91	1991-92
History	68.2	67.2	67.7	65.8	75.3
Biology	63.2	65.0	64.1	63.4	67.0
Chemistry	62.2	60.2	61.2	56.5	61.3
Physics	N/A	74.2	74.2	61.8	66.0
Algebra I	N/A	63.1	63.1	56.9	60.8
Algebra II	68.0	66.7	67.4	64.5	67.0
Geometry	60.8	65.9	63.4	68.3	66.0
English I	N/A	68.5	68.5	68.5	71.2

NB. Scores represent percent all items correct.

Table 9

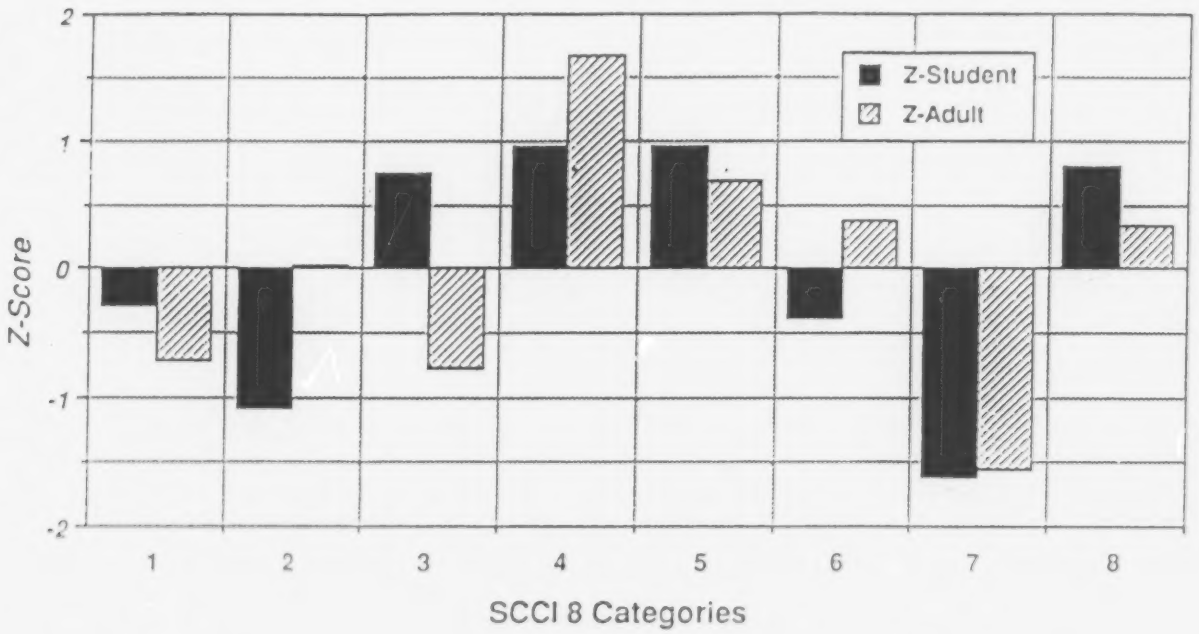
End-of-Year Attendance for Students of Asheboro High School: Baseline Data, Baseline "Average," and Post-LIRO Results

	Baseline Years		Baseline Average	1990-91	1991-92
	1988-89	1989-90			
Rate	91.9%	92.2%	92.05%	94.7%	94.3%

NB. Attendance rate computed by dividing Average Daily Attendance by Average Daily Membership.

Figure 1

Graphic Illustration of Differences Between Student and Adult Responses to the Eight Cluster Areas of the SCCI Asheboro City Schools (1991)



SCHOOL CLIMATE AND CONTEXT INVENTORY*

We are seeking some information about Climate and Context at your school. Directions: Circle a number to rate your school from 1 to 5. A rating of 1 shows that the statement is not true of your school. A rating of 5 means that the statement is very true of your school. First, please, some information about you and the school. (Check or Complete)

A) **Name of School** _____

B) **School Level**

1. _____ Elementary
2. _____ Junior/Middle
3. _____ High School
4. _____ Other (specify)

C) **Your Role**

1. _____ Teacher
2. _____ Student
3. _____ Administrator
4. _____ Parent
5. _____ Aide, etc.
6. _____ Other (specify)

D) **Years of Experience**

In Education:

1. _____ 0-3
2. _____ 4-10
3. _____ over 10

In This School:

1. _____ 0-3
2. _____ 4-10
3. _____ Over 10

	Not True				True	
1)	1	2	3	4	5	A sense of direction and mutual purpose is shared among many staff, students, and (to some extent) parents. (They can describe some school goals and achievements in specific, understandable terms.)
2)	1	2	3	4	5	Problems do not fester; they are identified and resolved. The question, "What can we do?" replaces the sentiment, "It can't be done."
3)	1	2	3	4	5	Nearly all members feel that the school belongs to them, and that he or she can make a difference in it.
4)	1	2	3	4	5	A large number of the staff is involved in planning and implementing school activities. Participation is high and widely distributed.
5)	1	2	3	4	5	Staff members know how to prevent problems caused by adults, by school procedures or by the school organization.
6)	1	2	3	4	5	Status differences that imply inferiority or superiority of one staff or student group over another are eliminated.
7)	1	2	3	4	5	Each person accepts criticism from those who receive his/her services.
8)	1	2	3	4	5	School secretaries, aides, custodians, and other school staff (such as bus drivers) participate in faculty meetings and inservice sessions.
9)	1	2	3	4	5	Responsibilities and "territories" are shared and respected; people are not possessive nor are they fearful that someone will "take over" their job, space, or materials. They say "our school" and "our students," not "mine."

* Copyright William W. Wayson (1977, 1979). Modified 11/81 and permission obtained for use. W. Wayson, The Ohio State University, Columbus, OH 43210. Another form appears in Handbook for Developing Schools with Good Discipline, PDK, p. 65-74.

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	Not True				True	
10)	1	2	3	4	5	Many students are involved in the school's activities -- in planning and in implementing. Participation is high and widely distributed.
11)	1	2	3	4	5	Students participate in solving the problems of the classroom and the school.
12)	1	2	3	4	5	Students' work is displayed in classrooms, display cases, corridors, and cafeterias.
13)	1	2	3	4	5	All students are actively included in classroom and school activities, regardless of sex, race, religion, socio-economic status or academic ability.
14)	1	2	3	4	5	Students feel responsible for keeping the school environment attractive and clean.
15)	1	2	3	4	5	Teachers know the names of their students, not only those in their classrooms but others in the school.
16)	1	2	3	4	5	Rules and expectations are clearly defined, stated, and communicated so that people know what to do.
17)	1	2	3	4	5	Rules apply only to relevant behavior and not to matters that are trivial, highly personal, or have no effect upon the school or class.
18)	1	2	3	4	5	Disciplinary techniques are used to teach positive ways of behaving and self control, not just to punish or to teach blind obedience.
19)	1	2	3	4	5	A <u>few</u> good rules are made and enforced rather than having many rules which aren't enforced.
20)	1	2	3	4	5	Individual differences and a variety of learning styles are respected and accommodated.
21)	1	2	3	4	5	Teachers choose the methods and materials which they can best use to achieve explicit goals.
22)	1	2	3	4	5	School grounds, school buses, cafeterias, hallways, and lavatories are seen as places where students learn; teachers design and implement positive curriculum for teaching behavior in those areas.
23)	1	2	3	4	5	Field trips, outside speakers, and disciplinary practices are seen as ordinary teaching methods which teachers may use without extraordinary administrative procedures.
24)	1	2	3	4	5	Before rushing to solve a problem, people clarify whether there is a problem and define what it is.
25)	1	2	3	4	5	If a person has a problem with another, he or she discusses it <u>directly</u> with that person.
26)	1	2	3	4	5	Individual and cultural differences are respected and valued and are openly expressed in the school.
27)	1	2	3	4	5	People assist one another in ways that help them to become independent.
28)	1	2	3	4	5	Staff members know the neighborhood, the street names, the stores, and the places of entertainment their students live with.
29)	1	2	3	4	5	Teachers and other school personnel visit students' homes.

	Not True				True	
30)	1	2	3	4	5	Staff members recognize the stereotypes they may hold about the students and the community and work to see students and parents and students as individuals; the school community works in various ways to break down stereotypes.
31)	1	2	3	4	5	Staff and administrators frequently participate in groups, institutions, and organizations within the community which can offer support to students and to the school (e.g., churches, clubs).
32)	1	2	3	4	5	Staff members feel responsible for keeping the school environment attractive and clean.
33)	1	2	3	4	5	Adults and students are able to analyze "trouble areas" in the environment and make provisions to solve problems.
34)	1	2	3	4	5	Places are designed where small groups can work together without having to talk loudly to be heard.
35)	1	2	3	4	5	The school is attractive and inviting.
36)	1	2	3	4	5	Parents participate in school activities and/or are represented in some faculty meetings and inservice sessions.
37)	1	2	3	4	5	Students take responsibility for enforcing agreed-upon patterns of relationships with other students, teachers, and administrators.
38)	1	2	3	4	5	When decisions are made and procedures established, the educational growth of individual students takes priority over concerns such as adult convenience, pleasing superiors, saving face, or maintaining tradition.
39)	1	2	3	4	5	Teachers know and respect the students' languages, cultures, and individual styles.
40)	1	2	3	4	5	Each student has a definite contact, preferably an advocate, on the faculty.
41)	1	2	3	4	5	Rules and other expectations are clearly defined, stated, and communicated so that people know what to do.
42)	1	2	3	4	5	Due process is applied before punishment (e.g., students have their say and know why they are being punished).
43)	1	2	3	4	5	Parents are interested in good discipline in the school and work with school personnel to obtain it.
44)	1	2	3	4	5	Discipline in our school is firm, fair and consistent. All students are treated equally; no group "gets away" with things.
45)	1	2	3	4	5	School rules are written and steps are taken to see that each person (pupil/parent/school faculty, etc.) knows the rules, or has a copy of the rules (code of conduct).

A-3

APPENDIX B

COMPARISON OF LIRO WITH CHARACTERISTICS OF EFFECTIVE IN-SERVICE
(Daresh, 1987; Daresh and LaPlant, 1984)

Daresh & LaPlant	LIRO
1. Effective in-service is directed toward local school needs.	Plans identified and proposal developed cooperatively.
2. Inservice participants are actively involved in the planning, implementation, and evaluation of programs.	Partially. Not all department chairs were involved in planning; all were part of evaluation.
3. Effective inservice is based on participant needs.	As I.D. by planning group and periodic feedback.
4. Active learning processes, rather than passive techniques such as lectures, characterize effective inservice instruction.	Case studies, A.L.E. and strategic planning activity. Develop some outcomes.
5. Inservice that is part of a long-term systematic staff development plan is more effective than a "one-shot" program.	Year-long (actually 2 years), with several foci and planned outcomes.
6. Effective local school inservice is supported by a commitment of resources from the central office.	Local contributions were substantial. Time, resources, etc., especially for TPAI training.
7. Effective inservice provides evidence of quality control and is delivered by competent presenters.	Yes. Selection of trainers. Session feedback.
8. Programs that enable participants to share ideas and provide assistance to one another are viewed as successful.	LIRO format included considerable group process work and "exchange time."
9. Effective inservice programs address participant needs, interests, and concerns.	Planning group considered these. Some changes were made based on session feedback.
10. Rewards and incentives, both intrinsic and extrinsic, are evident to program participants.	Partially met. Administration messages were mixed. "Time off" and "Off-campus" sessions were incentives.
11. Inservice activities are provided during school time.	Yes. All of them.
12. Effective inservice is accompanied by ongoing evaluation.	Yes, but most evaluation was at the conclusion.